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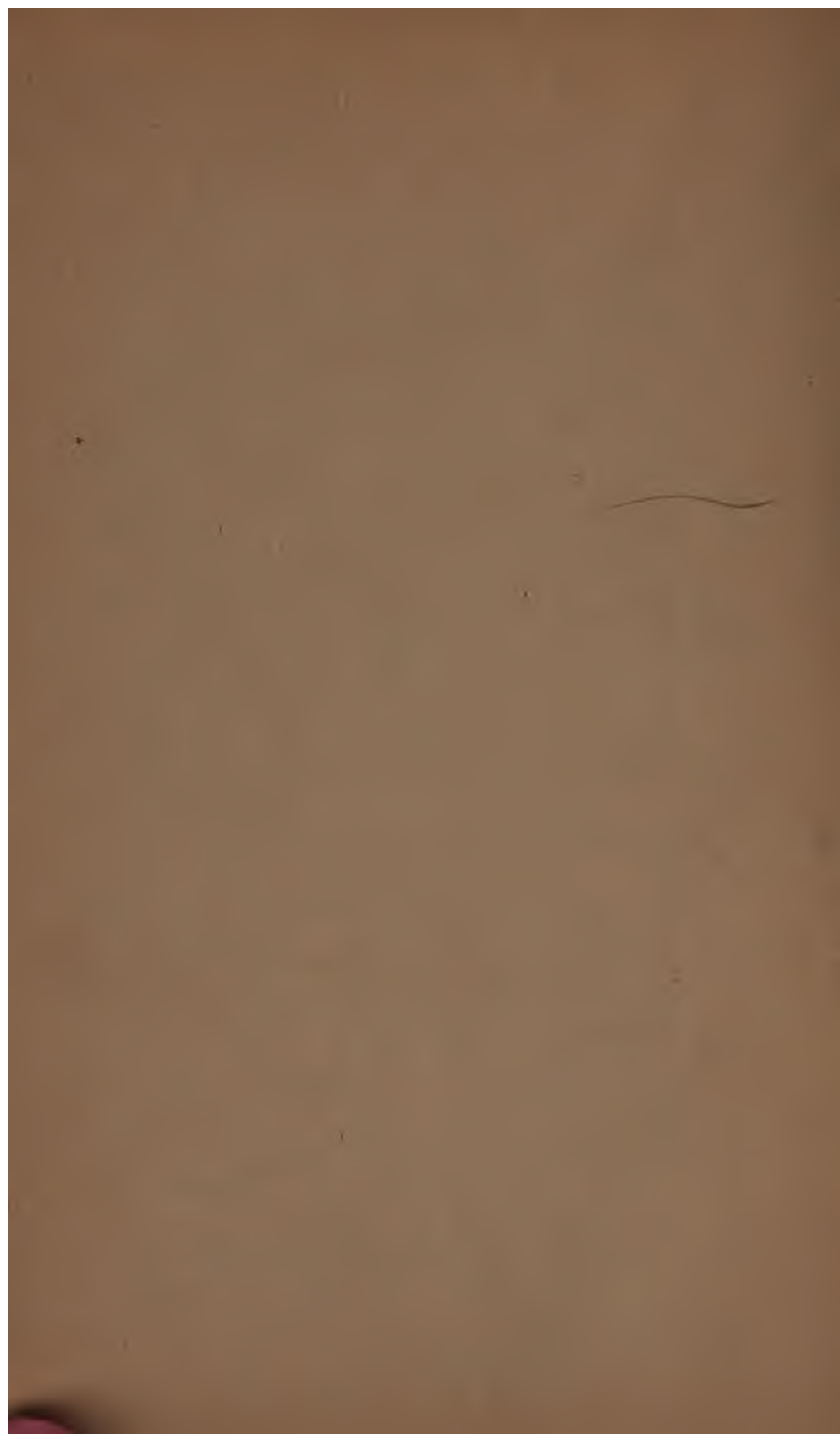
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ADDRESS
OF
The Literary and Philosophical Society
OF
SOUTH-CAROLINA,
TO
THE PEOPLE OF THE STATE,
ON
The Classification, Character, and Exercises,
OF
THE LYCEUM SYSTEM.

CHARLESTON:
OBSERVER OFFICE PRESS.
1834.

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ADDRESS

OF

The Literary and Philosophical Society

OF

SOUTH-CAROLINA,

TO

THE PEOPLE OF THE STATE,

ON

The Classification, Character, and Exercises,

OR

THE OBJECTS AND ADVANTAGES

OF

THE LYONUM SYSTEM,

WITH A VIEW


TO

ITS GENERAL INTRODUCTION

INTO

Our Towns, Villages, and the Country at large.

CHARLESTON,
OBSERVER OFFICE PRESS.
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TO THE PEOPLE
OF THE
STATE OF SOUTH-CAROLINA.

FELLOW-CITIZENS:

THE *Literary and Philosophical Society of South-Carolina*, who have been much indebted to your liberality in former years, have recently had under consideration the subject of Lyceums. After having fully discussed the various topics connected with the origin, progress, constitution, operation and advantages of Lyceums, they adopted the following Resolutions:

"Resolved, That an improved system of common Education, decidedly practical in its character, and universally diffused, is indispensable to the security and strength of our civil, political and religious institutions, as well as to the general intellectual improvement of the community.

"Resolved, That the co-operation of the friends of such a system in various parts of our country, is essential to secure, in their full extent, the benefits to be derived from common Schools; and that such co-operation is practicable.

"Resolved, That the Lyceum System affords a plan of operations, well fitted to produce both uniformity and efficiency, in promoting Education and diffusing knowledge.

"Resolved, That a National Society for the attainment of these objects, as contemplated in the institution of the American Lyceum at New-York, is worthy of the attention and co-operation of all the friends of morals, Literature, sound instruction and general intelligence."

Having thus, after much deliberation, come to the conclusion, that Lyceums are useful institutions, they felt themselves bound, not only on ordinary principles of patriotism, but especially on account of the gratitude due to the State for

favours conferred, to lay before you such views and suggestions as may enable you to judge for yourselves of the expediency of the Lyceum System. They adopted, therefore, at a subsequent meeting, the following Preamble and additional Resolutions, and appointed us to execute the scheme proposed :

"The Literary and Philosophical Society of South-Carolina, having already adopted four resolutions expressing their opinion, 1st. of the importance of an improved scheme of common Education; 2d. of the value of co-operation by the friends of such a plan throughout our country; 3d. of the efficiency and usefulness of the Lyceum System; and 4th. of the advantages to be derived from the National Society already established at New-York, under the name of the American Lyceum—

" *Therefore Resolved*, That it is our duty, and that it well becomes the Literary and Philosophical Society of South-Carolina, not to rest satisfied with a mere declaration of opinion, recorded on their journals: but that having taken up, discussed and approved the Lyceum System, it is our duty to the public of this City and State, to lay it before them, in all its important and interesting features, and thus to afford them an opportunity of deciding for themselves, whether the system cannot be adopted as profitably in South-Carolina, as in other parts of the Union.

" *Resolved, therefore*, That a Committee of three be appointed, in conformity with these obligations of the Society, to take the lead in this matter, and that said Committee prepare an Address to the People of this State, on the origin, constitution, operation, and advantages of Lyceums, recommending the system to their adoption, but leaving it to them to execute it as they may judge to be most advisable, in the form of family and social, or neighborhood Lyceums, of Parish and District Lyceums, and of a State Lyceum, representing all the rest, directly or indirectly; and consulting on the best modes of advancing the welfare of all their constituents.

" *Resolved*, That said Committee be authorized to publish and circulate the Address extensively throughout the State, in such mode as may appear most expedient to them; and that they be further empowered to raise the necessary funds, by subscription or donation."

"In the discharge of the duty thus entrusted to us, we shall endeavor to make you acquainted with the origin, progress, constitution and advantages of Lyceums.

The origin of the word is to be found in Grecian Literature. The Lyceum was a Grove in the suburbs of Athens, originally devoted to military exercises; but in the time of Aristotle, it was employed by him for the delivery of his lectures. Here, he taught in the morning a select number of disciples, and instructed them in that elevated philosophy, which Alexander rebuked him for having published to the world. In the afternoon, he taught in like manner by lectures, the young men of Athens promiscuously. Aristotle occupies a very high station among the most eminent Philosophers of the ancient and modern world. But we may remark of him, and of all the Schools of Ancient Philosophy, that whatever may have been the genius and learning of the Professors, and whatever the number of their disciples, and the duration of their Schools, *they produced no sensible effects on the great body of the people.* They left behind them no vestiges of a salutary influence over manners and morals, over the cause of General Education, or over civil and political institutions. The reason was, that the schemes of the Ancient Philosophy did not comprehend the general instruction of the People, embracing both sexes, and all ages and conditions. The same defect existed in the Museum, founded in France by Pilatre de Rozier, the Cabinet and Library of which were sold: as the patrons were unable to sustain the institution. To this succeeded the Lyceum established by La Harpe at Paris in 1786; but whose object was limited to the improvement of a select company of the educated of both sexes, meeting together at stated times. "Thus," says La Harpe, "the French nation will not boast in vain of having known better than all others the advantages of sociability, and all the pleasures of virtuous souls and cultivated minds. There shall be found a place where amateurs may assemble to study the master pieces of the human mind: and from which most happily will not be excluded that sex, whose very presence gives to instruction forms more sweet and attractive; inspires all, even

the least, educated with that propriety and diffidence, so essential in literary assemblies; and with unerring tact and lively sensibility, communicates to every impression a higher charm and more striking effect."

It is obvious that the Lyceum of La Harpe was very limited, as to the number of persons over whom it exercised an influence, and as to the objects it embraced. Science and Literature, in their advanced state of improvement, were the materials; whilst the learned, philosophical and polished, the man of genius and the man of taste, were at once masters and disciples. Such an institution was fitted to produce noble results: and we feel assured, if the French Revolution had not blasted its usefulness, and polluted its character, it would not have been our sole consolation to know, that the only fruits which remain, are the comprehensive and valuable works of La Harpe, entitled *Lyceum or course of Literature, ancient and modern*. Although our American Lyceum System should never produce such a work, we have at least the satisfaction to know, that the sphere of its influence is more comprehensive, that its objects are more practical, that the means employed are more various, and that popular instruction and entertainment are the great end—In a word, it is a system, in which **THE PEOPLE** are the instruments, by which it proposes to work: and the very end of its creation. It cannot subsist without them: it ought not to exist, unless it contributes liberally and permanently to their improvement in knowledge, virtue and happiness. *It is truly a republican institution.*

We record with pride and pleasure the fact, that the first Lyceum was founded by thirty or forty *farmers and mechanics* in the town of Millbury in Massachusetts, under the name of the Millbury branch of the American Lyceum. Thus, those patriotic individuals recognized in the name of their Society, the certainty of the future existence of a great and wide spread Lyceum System, bearing the universal name of American. They have not been disappointed, for already the

scheme has taken deep root in many parts of our country: and nearly three thousand of these institutions are scattered throughout the Union. The humble association at Millbury, has been lost sight of in the multiplication of similar Lyceums; but it never will be forgotten, whilst the history of the system is known, and its popular, practical character and advantages are duly appreciated. The first star, which emerges from the darkness of a sky long overcast, becomes the harbinger of bright days to the farmer, sailor and traveller: and though lost, it is not forgotten, amid the croud of its bright companions, that glitter over the whole expanse of heaven.

We proceed now, in execution of the important duty assigned us, to lay before you the constitution, exercises, operation and advantages of the Lyceum System. It is essentially a popular and a representative system; and depends on the industry, zeal and love for improvement of its members. We trust that the view, which we shall present of the manifold advantages of Lyceums, will recommend them extensively throughout our State: and that hundreds of our educated men will be found, taking the lead in establishing them in towns, villages and neighborhoods. We are well assured, that they will be found to deserve the patronage of every intelligent man, of every philanthropist, and good citizen of South-Carolina.

It is obvious that the distribution of Lyceums under distinct names, must vary with the modes of designating sections of country in different parts of the Union. We have no minute subdivisions of territory, analogous to what are called towns in the Northern States, and townships in the Northwestern. We must, therefore, adapt our nomenclature to our peculiarities, arising in a good measure out of our scattered population. In this sense of the subject, our Lyceum System would consist, first, of family Lyceums; second, of social or neighbourhood Lyceums; third, of class Lyceums; fourth, of par

ish, beat company, village or town Lyceums; fifth, of district Lyceums; and sixth, of a State Lyceum.

I. The first view, then, which we shall present of the Lyceum System, is the relative arrangement of all the parts, beginning with the *Family* Lyceum as the simplest, humblest form, and ascending to the State Lyceum. We must observe, however, that although the parts are capable of being moulded into the harmony of a great and complex system, it is not indispensable that they should be. Thus, we might have two thousand Family Lyceums in the State, and none of any other description; yet great benefits would be derived from them, not merely to the particular subjects of their influence; but to all with whom they had intercourse. As already stated, the improvement of a single individual, is an advantage to the community. How much more so then, the improvement of a single family! Let the number of cultivated families be ten thousand; and how signal would be the gain to society! The same remark applies to all the other *elementary* Lyceums; but not of course to such as are found on the *representative* principle. These cannot exist without those. We proceed, then, to explain the different character of the several species of Elementary and Representative Lyceums.

1. The Family Lyceum may exist, wherever there is a family, containing a sufficient number of persons, desirous and susceptible of improvement. There is of course no fixed number, and circumstances will best determine what number is sufficient. The chief, perhaps the only mode of improvement in the family Lyceum, is conversation; tho', occasionally something may be expected from the best informed member partaking of the nature, tho' without the forms of a Lecture or Essay. This species of Lyceum is of peculiar value to families residing in the country: and deprived, therefore, of many of the advantages enjoyed by those, that live in towns or even in villages. Doubtless, a great many families spend sev-

eral evenings of the week, in mutual reading, and in conversation: and we may be asked, is not that family already a Lyceum? We reply that it is in some measure such; but the leading points of difference are, we apprehend, very important. They are these: First, *particular evenings* are set apart. Every one knows the value of fixing a time for the stated discharge of any duty: and how much the anticipation of it renders it peculiarly agreeable. Second, *a particular subject* is taken up and followed out, until a familiar knowledge is acquired of it. This has certainly a great advantage over desultory reading and conversation. Third, the young persons of a family are brought into the Household Lyceum, and the exercises are such, as to advance their improvement in valuable and interesting knowledge. Will it be denied, other things being equal, that the Lyceum Family must, in a course of years, become very superior to another, destitute of their method of cultivation?

2. The second class of elementary Lyceums is, that which we denominate the Social and Neighborhood Lyceum. This is composed of as many persons, including families, as situation, the number in any one or more households, familiar intercourse, &c. may render advisable. We believe, that twelve would be a good medium number. This Lyceum meets once or twice a week, by turns at the houses of the members; in the afternoon, or evening, or both, as may be decided. The Social is the appropriate name in the *town or city* where the members would most probably consist of friends, collected from different parts, without regard to distance; the selection being determined by previous intimacy, rather than by proximity of situation. The Neighborhood Lyceum is appropriate to the *country*, where the members are led to associate chiefly on the principle of being neighbors, in the habit of visiting each other. This Lyceum has a still further advantage over the usual intercourse of visits, besides the three already mentioned in relation to Family Lyceums. Visiting would

cease to be any longer a mere matter of ceremony or social pleasure; and would become a permanent source of friendly interchanges and of mutual improvement, each imparting and receiving benefit. We presume it will hardly be doubted, that those who meet together with such views, must become more valuable and interesting acquaintances, and cannot fail to love and to be loved, with a more rational attachment, than those who assemble only to keep up etiquette, or to chat pleasantly together. The fact of meeting regularly, for a specific object, and that object useful as well as agreeable, presents the Neighborhood Lyceum, as far superior to the usual ~~visits~~ of visits, whether in town or country. It ought to be added, that the greater length of time devoted to the exercises of the Social or Neighborhood Lyceum, than to customary visits, dispenses at once with all formal visiting, and substitutes a virtuous, rational interest in one another's welfare, for those ceremonious calls, and irregular and often uncertain visits, which consume much time to little or no purpose.

3. The third class of elementary Lyceums is, that of the Village, Parish, or such other subdivision of territory, as may be found convenient. Perhaps Beat Company Districts may be, in many parts of this State, of suitable extent. These Lyceums are to be chiefly composed of the principal members of Family and of Social or Neighborhood Lyceums, in point of improvement, and zeal in the cause, and who can spare the time to attend both. Other persons also, who feel the same interest, should join them. This Lyceum is not representative; because the persons forming it are not selected by the Family, or Social, or Neighborhood Lyceums, and other individuals may be members. The reason why the principal members of these others are chiefly to compose it, is to fit them the better to discharge the duties of those other Lyceums, out of which they come. The exercises of this species of Lyceum, should be of a higher order, than in those we have already mentioned. One subject worthy of parti-

cular attention at suitable times, should be the best subjects, and books, and modes of improvement in the three former elementary Lyceums. The interchange of opinions, experience and counsel, would strengthen the bonds of union, and accelerate the advance both of the superior and inferior Lyceums. They ought to meet once a week ; at farthest, once a fortnight, at one another's houses.

4. In cities, and large towns, or in very populous neighborhoods, another description of Lyceums may be formed, which cannot perhaps be better designated than by the name of *Class* Lyceums. It is obvious that Lyceums, correspondent to the Village, Parish or Beat Company Lyceums, may and ought also to be founded in large towns and cities, and should be formed in like manner ; so that the Family and Social or Neighborhood Lyceums of towns and cities, would have the same opportunities and means of deriving improvement from such institutions. But Class Lyceums are to be formed chiefly, if not wholly of those, who do not belong to any of the species already mentioned. The object of these is to bring together such persons as would otherwise pursue separately the same branches of knowledge, upon the principle, that union in learning the same things has, for most persons, immense advantages over solitary, independent efforts. Both attention to and interest in the subject, are increased many fold. A lively, yet perfectly virtuous emulation springs up, and the consciousness of reciprocal encouragement and aid, adds the pleasure of doing and receiving good, to the satisfaction of personal improvement. How pure also, and cordial, and kind are the intimacies thus formed !

The Class Lyceum is, of course, like all the rest, a voluntary association. The number to compose it may be large, compared to the Family or Social Lyceum. The means by which its exercises may be carried on, may be all the four methods described at the commencement of this Address, viz. Lectures, Essays, Debates, and Conversation. It might,

if so many could be found pursuing the same course, embrace a hundred members, with a view to the first mode of improvement by Lectures. But with a view to all the four, suppose such a Lyceum in a city or large town, to consist of forty members, let it meet once a month for Lectures, once a month for Essays, once a month for Debates, and once a month for Conversation. As a Lecture Lyceum, the whole would meet together, and four persons, by delivering each three lectures, would occupy the year. As an Essay Lyceum, let it meet in two divisions, each comprising twenty members. The four who deliver the Lectures, are not to be called on for any exercise in composition, during the three months allotted, 40 each for lectures. Twenty-four Essays will carry the members thro' the year, allotting two to each night of meeting. Let the same persons meet in like manner, as a Moot Lyceum in two subdivisions, each of twenty. If, then, four be appointed to debate each evening, they would require forty-eight speakers for the twelve months, so that each member would speak about twice a year regularly; tho' it ought to be understood and expected, that others, if there be time, should take part in the discussion. Let the same persons meet as a Conversation Lyceum, in four sections of ten persons each, once a month. No exemption need be claimed here for the lecturers, essayists and debaters; whether the subjects be the same or different from those treated in the former modes. Perhaps, however, the best rule would be, to appoint for conversation, the very topics treated of, the three preceding evenings. All this, however, would be left to each section. We would suggest as advisable, that the divisions of twenty, and the subdivisions of ten, should be formed anew every year, so that an exchange of members may take place, by transferring half of each division into the other, and half of each subdivision into another. This rotation will have the advantage of producing a more intimate union and cordial intercourse than could prevail, if the divisions and subdivisions consisted per-

namely of the same persons. In this case, they would be like distinct Societies, having no common bond of union, but the monthly lectures. The Class Lyceums embrace all the modes of improvement recommended in Dr. Watts' admirable practical treatise on the improvement of the mind. They have also this further recommendation, that they fully meet the just and felicitous thoughts of Lord Bacon, when he says, that reading makes a full man, writing a correct man, and conversation a ready man. To this we may add, that the Class Lyceum cultivates all the best means of public and private influence in the cause of Religion and our Country, and in the cause of Literature, sound morals and general improvement.

The question may be asked, where is the Class Lyceum to meet? We reply, that the conversation subdivisions may very well meet like the Neighborhood or Social Lyceums, at the houses of the members successively. So, at Essay Lyceums, the divisions may meet in like manner, at one another's houses. As Moot Lyceums, they may do the same; unless they prefer a room, procured for the purpose, as is usual with debating Societies. As a Lecture Lyceum, it must be expected that they should hire a suitable place: and this would answer, by meeting on different nights of the week, for the Moot Lyceum Divisions.

It may perhaps be said, that weekly meetings cannot be productive of any very great advantage: and yet that more frequent meetings are not practicable; because so many other engagements, personal, family or social, require all the other nights of the week. We say nothing of the many extra calls on our time. We might answer by a single illustration. The Sunday School System is a weekly one: and yet who doubts that it has produced most important results, as to the intellectual, as well as moral and religious improvement of the Scholars? But let us take this view. Most of the persons who would attend the weekly Lyceums, would not dedicate the hours thus saved, to any specific, valuable object. Now, on

the supposition that they spend two hours together, that they devote one to reading, and one to conversation on the subject treated of; and that they read only twenty pages in the first hour, they would have read during the year one thousand and forty pages, (1040) and have held intelligent conversation for fifty-two hours upon them. Select any book which is fitted to improve the reader, and who will doubt the value of the plan? Suppose a class of ten were to meet in this manner, were in a series of years, to read Shuckford's, Russell's and Prideaux's Connections, and Mosheim's Ecclesiastical History, would any one be willing to believe, that these one hundred and four hours per annum, would not have been very profitably employed? Suppose a class to devote a year in like manner to Ferguson on Civil Society, to the 1st vol. of Robertson's Charles the Fifth, or to Villers on the Reformation, will any one question the substantial benefit, that would be derived from such a course? Even if not a single member looked at the part appointed for the evening, until they met, there can be no doubt they would receive much benefit from the course thus recommended.

5. We come now to the first in order of the representative kind, viz. the DISTRICT Lyceum. This consists of Delegates from all the Social or Neighborhood, from the Village, Town, Parish or Beat Company Lyceum, and from the Class Lyceums. The object is to gather into one Council, once every two or three months, at some suitable, convenient spot, representatives from all the above elementary Lyceums: in order by exchanging opinions on the Lyceum System generally to improve each of the different kinds, by the experience of so many persons engaged in a common cause. Let the delegates be invited, alphabetically, or in any other order, to deliver their sentiments, on any particular branch of the general subject of Lyceums: and let one or more persons be requested to make sufficient memoranda of the material facts or principles, reasonings or illustrations presented by the

speakers.* Let these be afterwards digested into a Report or Address, by a Committee appointed for the purpose, and then distributed in Pamphlet form among the Elementary Lyceums. All will thus derive a joint benefit from the separate action and experience of each member of the Primary Lyceums. We shall, hereafter, show the great value of the Lyceum System, in regard to education and schools. At present we remark, that it is desirable to have many teachers sent as delegates from the Elementary Lyceums, that by exchanging opinions with each other, and with other intelligent persons, they may derive advantages from the representative branch of the Lyceum System, to which they would otherwise be strangers.

6. The next in order of the Representative Lyceums, is the State Lyceum. This consists of Delegates from the District Lyceums, and should meet at Columbia once a year, at an early day during the sitting of the Legislature, in order that many members of that body may become delegates; as they would be able to attend early in the session. This body should appoint a Committee, whose duty it should be to present at the next meeting, such views of the system, both general and particular, as they might judge advisable. The Committee should be furnished in September, or in October at farthest, by all the District Lyceums, with their summaries already adverted to, that an Annual Report or Address may be prepared, and laid before the State Lyceum, at the anniversary meeting at Columbia. This Annual Report or Address, should be printed and circulated extensively, copies being sent to every District Lyceum, and if practicable, to every Lyceum represented therein.

This survey completes the State System of Lyceums: and it must be admitted by every candid, reflecting mind, that if it be completely organized and extensively executed, very great blessings must result to THE PEOPLE from its operations.

* A Farmers' Lyceum in Massachusetts, collected in a single year, two volumes of facts and observations, respecting their employments.

And who are The People, thus to be benefitted ? We answer, not the people in the ordinary civil or political meaning of the term ; but the people in a broader and more comprehensive sense, embracing the men and the women, the youth and even the children of the land. Sound moral and mental instruction is among the greatest blessings, which society can bestow on its members : and among the richest returns of gratitude, which the individual can make to the community, that has afforded the opportunities, means and encouragements for obtaining them. Give to two States a similarity of advantages in all respects. Then introduce the Lyceum System into one, and let it operate in its detailed, as well as general form, thro' a whole generation. Will any one doubt, that a most sensible change very far for the better, would be found to exist in that State, and that it would have carried forward its inhabitants, far beyond the condition of mind and morals, in which the other would be found. Will you not then resolve, that South-Carolina shall be the Lyceum State ? and that the close of the present generation shall see her way far advanced, thro' its benign and salutary agency, beyond the station she now occupies, in mental and moral improvement.

We would here remark, that even if the system as exhibited in the preceding pages, should not be carried out for several years, in all its harmony and completeness of parts, still very great advantages must result from the establishment of Elementary Lyceums throughout the State : Be not, therefore, discouraged, tho' there should be no concert of action, in the forms of the Representative branch of the system, for some years to come. Let the subordinate department be carried into execution every where : and the District and State Lyceums may be expected to follow as a matter of course wherever the subordinate Lyceums, after being firmly established, and in successful operation, shall become duly sensible, as they must, of the manifold advantages derivable from concert in action, and the interchange of experience.

The same remarks apply to the American Lyceum, which meets annually at New-York, and is composed of Delegates from State, Territory and District (of Columbia) Lyceums, and of other persons invited by the Executive Committee. The very inconvenient seasons (for us at the South) at which the Anniversary is held, viz. in May, renders it little less than impossible for any one to attend as the representative of a Southern Lyceum. But whether our State System shall ever unite with and be represented in the American Lyceum, is at present a very minor consideration. Let us create the State System first: and then we may safely leave the State Lyceum to decide for itself and its constituents, whether it shall be represented in the National Society at New-York. That some benefit would be derived from such a connection, can be doubted by no one, who admits the advantage of joint counsels and experience. The object of the American Lyceum, according to the 2d Article of the Constitution, "is the advancement of education, especially in Common Schools, and the general diffusion of knowledge." And what objects can be more truly popular and republican, wise and benevolent? Common Schools form the great majority of youth, and prepare them to become **THE PEOPLE** of each succeeding generation: while the general diffusion of knowledge, provides daily bread for the cultivation of their minds, and the improvement of their affections, thro' all the period of mature life.

II. Having now explained the character and objects of each description of Lyceums, we proceed to make you acquainted with the means and modes of improvement, or the exercises employed. Lyceums are voluntary associations of such persons as desire to meet at stated intervals for self improvement and mutual improvement, thro' the medium of scientific compositions called lectures, or familiar compositions called Essays; or debates, or subjects previously selected; or conversation or books or topics, appointed by agreement at a prior meeting.

1. The *Lecture System* is adopted where men pretty thoroughly acquainted with important branches of moral or physical science, can be prevailed on to take the lead by giving courses of lectures on popular, practical branches of human knowledge, illustrating them by apparatus and experiment. In every educated community, there are many men perfectly capable of discharging this duty: and we trust, that public spirited individuals will come forward every where and offer their services. In the Lecture department it is obvious, that medical men and professors or amateurs in the *natural sciences* have vast advantages over those, whose lives are devoted to the cultivation of the *moral sciences*. Those address themselves in a very great degree to the faculty of *sight*, and not merely to that of *hearing*: they are continually appealing to the imagination and memory for the forms, relations and combinations of *visible* objects; they are able to prove so much of what they teach, thro' the mediums of diagrams, models, specimens and experiments, and they can so happily intermix the didactic with the descriptive style, reasoning with imagination, and the recollection of principles with the memory of facts, that they ought to be, if they are not already, deeply sensible of their superior advantages and correspondent obligations. We think, then, that we do not overestimate the capacity for eminent usefulness of the above class of persons, when we refer to them as absolutely indispensable to the success of the Lecture department of the Lyceum. These persons have also this further advantage, that they are able to interest and instruct the comparatively uneducated, as well as the cultivated mind; but lectures in the *moral sciences*, imply and require a considerable degree of intellectual improvement. From the same cause, the former can engage the attention of children and youth; and confer on them lasting benefits, by interesting them in the acquisition of valuable and entertaining knowledge, thro' the medium of visible objects.

But to medical men above all, the public must look for the lead in this matter; because they exceed so many times in number all others, who are devoted to the natural sciences. We would not, however, have it supposed, that others are not capable of delivering lectures, which would be attractive and useful. Clergymen and Lawyers, Merchants and Planters, Master Mechanics and men of leisure generally, if possessed of zeal, taste and knowledge, may render essential services by introducing a greater variety of subjects into the Lecture Lyceum. We trust that many such may be found willing to lend their aid in giving a full and fair experiment to this Department of the Lyceum System. We trust they will co-operate cheerfully in multiplying the sources of knowledge, and extending the opportunities for its acquisition.

2. The Lecture department implies of course a considerable superiority in the Lecturer over his audience, or at least over most of them. The same feature does not necessarily exist in the three other descriptions, viz. the Essay, Moot and Conversation Lyceums. The object of the *Essay* Lyceum is, to cultivate composition on any subjects whatever, that the taste or pursuits of the writer may lead him to select. It is obvious that such a Lyceum should consist of a small number of persons, a dozen being quite enough. This would secure to each member, that frequency of composition, which is indispensable to improvement in the art of writing. If two Essays were read at each meeting, they would furnish abundant materials for instruction and entertainment, by subjecting the pieces to the criticism of all present, as to facts, thoughts and reasoning, and as to rhetoric and grammar. Such a Lyceum, in a single year, would make good writers out of indifferent ones. It is manifest, that the art of writing is becoming every year more and more important in our Country, as an instrument of power, duty and usefulness. It is one of the chief means of improving ourselves, and of enabling us to improve others, in any department of virtue, knowledge or business.

To be a good writer, is to possess a large share of power to influence others. To acquire this power, is at once the duty and interest of all.

3. The third department of the Lyceum System is that, in which the Lyceum becomes a *Debating Society*. This, like the second, implies a greater equality among the members, than is found in the first. It has, however, one advantage in common with the Lecture Lyceum, that besides the members, the exercises may be attended with profit and pleasure by a mixed audience; who are almost always more interested by the variety and animation of a debate, than by Essays, however well they may be written and read. A speaker of ordinary talents and information, without the advantages of figure, countenance, voice and gesture, will fix the attention of an audience, if he speak in the various, natural, easy manner of conversation, much more than a superior writer and reader. We may well make the same remark as to the Moot Lyceum, which has been made as to the Essay Lyceum. The art of speaking is continually becoming more and more important in our country. A vast amount of public business depends upon this, both in legislative bodies and popular meetings of every description. A still greater amount of private business is continually transacted in this mode, in Courts, in corporate assemblies, and at the meetings of Churches, Societies, Boards, Committees, &c. &c. Hence, the great value of the Art of Extempore Speaking. We may say indeed, without fear of exaggerating, that the preservation, developement and perfection of our political, civil, and ecclesiastical, of our religious, moral, literary, benevolent and business institutions, are mainly dependent on these two great instruments of power and usefulness. Without intending aught that is invidious by the remark, it appears to us very desirable, that a large portion of the business of our country, both in legislative and other bodies, should be managed by speakers, who belong to other walks of life than to the bar. Extempore speaking is the

business of the Bar ; but it is the business of no other class of men. These, therefore, ought to feel it a duty to make and to profit by the opportunities for improvement in speaking, which the Moot Lyceum affords. The value of the Moot Lyceum becomes still more obvious when we consider, that in the present state of our Systems of Education, the exercise of the Lyceum is indispensable, to make up for the lamentable and strange neglect of extempore speaking as a regular branch of education in Colleges, Academies, and, High Schools.

4. The fourth and last in this arrangement, is the Conversation Lyceum. This may consist of any number of persons, that may choose to associate together, for the purposes of this mode of improvement. Its value is obvious to every one ; for who can be insensible to the importance of the art of conversing agreeably and sensibly with ease and simplicity. Let it not be supposed, that the talent for conversation is not susceptible of very great improvement. Why should it not be, as well as the art of writing and speaking ? What is it but the art of speaking in short paragraphs, and by way of dialogue ? And what is the art of speaking, but the art of continuous conversation ; where the speaker occupies the whole ground, acting himself the part of a debater on each side, and of an umpire or judge. It is to be remembered, that the greater part of persons, in most instances, require no other style of public speaking, than that which is characterized by the ease, simplicity and variety of intelligent, animated conversation. It is only at times, that the subject and the occasion justify what may be called the oratorical style of speaking. The Conversation Lyceum does not require, like the Lecture Lyceum, any great superiority of one or several persons as leaders over the rest. All may be nearly equal, tho' considerable inequalities may advantageously exist. But it is better that all should be equal, than that one or two superior men should,

thro' inadvertency, engross the whole time to themselves. Lecture Conversation may display the speaker; but the hearers will never learn either his peculiar art, or the more valuable art of conversation. In the Conversation Lyceum, the advisable mode is to appoint subjects for each succeeding meeting, or a select chapter in some excellent author; or to have some portion of a work read, to furnish the requisite materials for conversation: the reader pausing at intervals, to afford an opportunity for remarks on what has been read.

We have thus presented to you the Lyceum System, with a view to the *means* and *modes* of instruction and improvement. Let it not, however, be supposed, that these four methods are so independent of each other, as not to admit of combination. On the contrary, there is no difficulty in establishing one Lyceum, which shall embrace them all. To illustrate. Let weekly Lyceums be formed, and a Lecturer provided for the first meeting. Let two of the members be selected by lot or otherwise, whose duty it shall be to present at the next meeting, two essays on the subject of the Lecture, to be criticised as already mentioned. At a third meeting, let the subject be debated by four other members, chosen in a similar manner. And at a fourth meeting, let the Lecture Essays and Debate form the subject of conversation. We speak with much confidence when we say, that such a Lyceum, if the members possessed the requisite talent, information, energy and zeal, would be of immense advantage not only to themselves, but to the community, who would not only gain *directly*, as auditors of the Lecture and Debate, but *indirectly* by the improvement of the members themselves: the actual advancement of any member of a community in valuable knowledge, being a benefit to all. We may remark, that this combination of all the methods of instruction, is more applicable to branches of Moral than to those of *Physical Science*; because from the very nature of the former, they admit of a greater

variety of views, reasonings and illustrations, depending far more on matters of principle and opinion, than upon fixed laws and facts, as in the material world.

III. We have thus completed the view we designed to present of the modes or means of improvement, employed in the Lyceum System : and of the different species of Elementary and Representative Lyceums. We now proceed, in the *third* place, to exhibit the application or use of the system, as a method of moral and intellectual cultivation ; and shall then, in the *fourth* place, lay before you the advantages and results of the scheme.

The Lyceum System being dedicated to practical purposes exclusively, and employing only practical instruments, is, therefore, essentially a practical system, depending upon the experience of intelligent men for its origin, progress and perfection. We desire to treat it as such throughout this Address : and to recommend it on the strength of this quality. We now, therefore, ask your attention, while we lay before you the application and uses of the Lyceum System. Perhaps it may be asked, what are Literary and Philosophical Societies, Lectureships in Colleges and Universities, Debating Clubs, Mechanics' Institutes, and Conversation parties, but Lyceums ? We reply, that they are. We have only given to an OLD NAME a more extensive application to OLD THINGS, in order the more easily to embrace in one system all those various forms of improvement, and to give a more regular, extensive and frequent application to known methods of improvement : while the additional advantages are secured of concerted action, and of the intercommunication of a large amount of experience.

1. Perhaps, there is no object of human pursuit, to which the Lyceum System is not applicable. We shall present it to you, then, under various illustrations drawn from the Professions, the Sciences, the Useful Arts, and the Fine Arts.

1. Of the Professions. Let a Lyceum be formed of Clergymen of different denominations, with a view to their improvement, in the cultivation of any particular branch of common knowledge. Let them meet once a week for a year for mutual aid in the study of Hebrew, and spend two or three hours together, and the majority will unquestionably be better scholars at the end of that time, than if each had devoted twice or thrice the time to the same object. Let a second year be devoted to Greek, and the result will be the same. Can any one doubt the advantages, which they would derive from studying in the same manner, the evidences of Christianity, the Jewish and Christian Antiquities, Pulpit Eloquence, and other subjects common to various denominations? In like manner, the Clergy of any particular denomination would find it an advantage, if a sufficient number could be obtained, to form an additional weekly Lyceum, for the study of sectarian points; as the comparative advantages of written and extempore services, the history of Church Government, the questions of Orders in the Ministry, of Infant and Adult Baptism, of the Trinity, &c. &c. We do not believe, that any Clergyman, who had attended either the general or sectarian Weekly Lyceum, would ever speak of either, but with gratitude and pleasure.

2. We come now to the Medical Profession. It strikes us, as a radical defect in the Professions of Theology and Medicine, still more than in the Law, that there is no system of mutual confidence and interchange of experience, at stated periods. The Bar meet so frequently and necessarily, and hear so often one another's views and experience, that they derive great advantages from each other, without the forms of a Lyceum. But Medical men and Clergymen are kept almost entirely apart from each other, by the very nature of their pursuits. Would not Physicians profit much by a weekly Lyceum, for the cultivation of particular branches of the

healing art? We cannot doubt that the members of such a Lyceum, would be much better instructed in Anatomy, Physiology, Materia Medica, &c. at the end of a year, than they could be without it.

3. Now, as to the Profession of Law, suppose a dozen Gentlemen of the Bar, to form a weekly Lyceum, and to spend a year on the history of the Common and Civil Law, on the law of Executors and Administrators; of Judgments and Executions; or on the Statute Law of the State, as it alters or adds to the Common Law. We feel assured, that every member of that Lyceum would have an advantage on these subjects, over his brethren. Let the Lawyers resident at a Country Village, say Beaufort, Walterborough, Abbeville, York, Cheraw, &c. form such a Lyceum, and their own good sense will foretel the benefits they will derive, and their experience will amply justify our anticipations. We may remark, generally, that in all the three Professions, the *younger* members, who have more time to devote to such stated meetings, are the persons chiefly to be benefitted: and to them we do most earnestly recommend the system of weekly Lyceums, as a powerful means of social improvement. Nor can we fail to observe, that students in the three professions, would find themselves amply rewarded by forming Students' Lyceums, and meeting twice or thrice a week for mental improvement. Would not the young men, particularly, who attend our Medical Colleges in Charleston, find their account in arranging themselves into such Lyceums for better improvement in their common studies, and in preparing for stated examinations on the subjects of the Lectures they have attended for the two or three preceding days.

4. To the Professions of Law, Medicine and Divinity, we add with pleasure that of the Merchant. Tho' it involves less of learning, philosophy and literature, than the three preceding, it is, nevertheless, when rightly understood, a dignified, influential and valuable branch of practical knowledge. A

profession, which numbers in its ranks, such men as Lorenzo de Medici, Sir Thomas Gresham, the Royal Merchant, the Barings, and the Rothschilds, is entitled to an eminent station among the noble and useful institutions of society. Whatever may be said of the past History of the World and of Commerce, it is manifest that a knowledge of the actual state of the World, and of Trade, Manufactures, and all the Arts, is indispensable to an intelligent Merchant transacting an extensive business. Political Economy, also, ought to be extensively understood, not only because it enters so largely into his own concerns; but because he is bound as a patriot to contribute his aid in enlightening the public mind on subjects of legislation, touching Commerce, Manufactures, and the useful Arts. We should rejoice to see Merchants' Lyceums established in all our Cities and Towns, both maritime and inland. We know they would be of great service to each member: and taking the aggregate of good, of still greater service to the community.

5. The time has come, we trust, when the deep interest taken in agriculture, the establishment of societies, and the circulation of periodicals and other works, on the employments of the Planter and Farmer, may be considered as having elevated the Art of Agriculture, to the rank of a profession. If Theology, Medicine and Law, demand for themselves exclusively the title of *learned* professions, the Merchant, Planter and Farmer, the Manufacturer and Mechanic, may claim for their pursuits, the just appellation of the *useful* professions. They are indeed the broad, solid basis, on which the others rest; for they are practically the visible foundations of society. May we then be permitted earnestly to recommend, that Planters and Farmers throughout the State, establish Lyceums for the purpose of mutual improvement in the science and practice of Agriculture. No one surely can doubt the advantages to be derived from such institutions; if our Planters and Farmers would give them a fair and full trial.

Their department of business is essentially *practical*, and the Lyceum System is peculiarly fitted to such pursuits.

6. The same remarks apply to the Manufacturer and Mechanic, who may well be regarded as belonging to the *useful* professions. There was a time, when the profession of Arms was the only pursuit thought worthy of a Gentleman. All education and learning were in the hands of the Church; while Commerce, Agriculture, and the useful Arts, were regarded as fit only for the people, then considered merely as hewers of wood and drawers of water for the Gentry and Clergy, the privileged classes of society. But in our age, and especially in our Country, such absurd arrangements have disappeared: and the useful professions are, both in theory and practice, perfectly consistent with high character, extensive information, a large share of talent, and elevated station. We hope yet to see in our State, many Lyceums for these interesting classes of the community, satisfied that their own interests and happiness will be extensively promoted by them.

7. We name last, but not least, as among the most honorable of professions, that of a TEACHER. Occupying in a most important particular, the responsible station of Parents and Guardians, they are as indispensable to the successful operation of republican institutions, as the representative system, an independent judiciary, or the separation of the three great departments of government. Instructors cannot think too highly of their obligations, or of the value of their labors. Their's is the only department of duty and business, which converts the children, who would curse and destroy a Country, into wise and virtuous men, to honor, bless and protect it. They are able to re-produce, as it were out of nothing, an intelligent, just and generous people, in each succeeding generation. Banish instructors from your land, and the next would be a race of semi-barbarians. Multiply them tenfold, and do you doubt that you multiply incalculably the chances

of the next generation for happiness? We should regard as among the most interesting and valuable of Teachers' Lyceums, that which would be formed by Female Instructors. As a general rule, women are superior to men in the art of enlisting the affections and commanding the attention of youth; and in the art of governing them and of communicating knowledge to the young mind. Still, great advantages would result to themselves and pupils, if Lyceums were formed of Female Teachers, for the purpose of conferring together; of exchanging modes of teaching and discipline, and experience: and of mutually encouraging, aiding, and strengthening one another. Where the text book and studies are the same, there can be no objection to a Teachers' Lyceum, composed of Instructors of each sex. Each sex would then share in the advantages to be derived from the peculiar education, traits of character, tact and experience of the other. There could be no more objection to such meetings, than to the customary intercourse of the same persons, when forming a social circle. Indeed, the sense of duty and the important objects, which bring them together in the Teachers' Lyceum, would be sufficient guarantees to the most delicate sense of propriety.

With these sentiments as to the dignity and value of the Teachers' office, we feel that the most important of the whole class of Professional Lyceums, is that appropriated to Teachers. No set of men in the community are likely to derive from the Lyceum System, equal advantages with Instructors. They are emphatically both learners and Teachers. They must be continually learning, to fit them the better to teach. Now the Lyceum is peculiarly a system both of learning and teaching. It is, therefore, peculiarly, appropriately their's. We trust, then, that Teachers will be among the first to form Lyceums, and among the most zealous, energetic and persevering in carrying on the exercises. Let us exemplify, in a few instances, the advantage to instructors from such an institution. We suppose a Teachers' Lyceum formed. Can they

be at a loss for employment? One of the most important branches of their business, is the selection of class books. Now, if they devoted an evening every week for a whole year to the examination of the various books in Geography, Grammar, History, Arithmetic, Reading, Elocution, &c. &c., will it be doubted that they would be better satisfied with their choice, and that their scholars would profit by it? Are not discipline, rewards and punishments, the general treatment of scholars, and the duties of parents to teachers, most important considerations with them, and of the deepest interest to the community? Would not an interchange of opinions and experience on these topics, once a month for a year, be of great value? Suppose the Lyceum were to lay aside one evening every month for the consideration of the nice and difficult points in construction and parsing, which every teacher occasionally meets with. Assuredly, no Teacher would doubt the value of such an exercise. Suppose a dozen persons, engaged in teaching Latin, were to set aside one evening every month for the examination of the Syntax or Prosody of the language, is it not manifest that such a series of exercises must render them better teachers, than they could have been without it? If the number of Teachers be sufficient, they would naturally establish an English, a Classical, and a Mathematical Lyceum. Here, as in every thing else, the division of labor would produce great results, and the community would be the gainers, as indeed they will always be, the greater the number, and the more successful the operations of Lyceums. Would not a Sunday School Lyceum, to meet every Saturday afternoon, with a view to the instruction of the next day, be an acquisition to that wise and benevolent scheme, the Sabbath School System? If the Teachers would study the lessons during the week, and meet thus for mutual examination, would they not animate the lukewarm, enlighten the ignorant, and fill one another's hearts with stronger faith, livelier hope, and love more stedfast, pure and fervent?

We have dwelt thus at large upon Teachers' Lyceums; because we are convinced, that we cannot well overestimate their importance. We feel satisfied if there be any one description of Lyceums, above all the rest in value, it is the Teachers'. The whole theory and practice of education, the improvement in modes of teaching and discipline, the preparation and selection of text books, are all in their hands. Intellectual education is almost entirely their province: moral education is so to a great extent: and the same is true of sentiments, temper and manners. We cannot, therefore, hesitate in placing the Teacher's Lyceum ahead of all others, in point of extensive, permanent and diversified value to the community. We do, then, earnestly exhort Teachers to make a beginning at once: and if there be but two or three, to set the example of establishing Lyceums, and of carrying them on zealously and punctually at least once a week.

Let us now speak of other Lyceums, *specific* in their objects, but not professional. Such, for example, is the Lyceum of Natural History, including both animate and inanimate Nature. It is needless to say any thing in recommendation of such a Lyceum. All who realize the wisdom and benevolence of the Creator, as displayed so profusely in the structure and operations of the visible world, must acknowledge its value. By the help of specimens, which can be obtained in various ways, an interest is awakened in the outward creation, which is fitted to enhance our conceptions of the power, skill and goodness of God. The general establishment of Lyceums of Natural History, would furnish a most abundant supply of specimens for exchange: since every section of country has its peculiarities in Animals, Plants and Minerals. Let the amateurs in Natural History unite together in Lyceums, and by cordial co-operation, make abundant collections, and establish a regular system of interchanges of specimens with other Lyceums throughout the Union. We cannot but recommend the subject of Lyceums to the cultivators of the Orchard and

Garden. Fruits and flowers, besides their beautiful variety of forms and tints, which make them attractive to all, create a peculiar interest in the bosom of those who have reared them. Why should not such persons meet once a fortnight to read and converse together on subjects so full of fascination? If there be any particular description of Lyceum, which excels all others in the capacity for awakening and gratifying curiosity in the generality of persons, especially in the young, it is that dedicated to the cultivation of the various departments of Natural History.

2. How many are lovers of works of taste? What a charming Lyceum might they establish, for the study of the best poets? Suppose a night once a week devoted to the study of poetry, with the aid of the best critics and commentaries, what a sensible improvement would be made in that time, in the refinement of our taste and the accuracy of our knowledge! Take an example. Let such a Lyceum be formed, composed of a dozen members: and let them take up and study in succession Aristotle's Poetics, Horace's Art of Poetry, Longinus on the Sublime, Vida's and Boileau's Art of Poetry, and Pope's Essay on Criticism. Can we doubt the advantages to be derived from such a course of study, in point of literary improvement?

3. Suppose a Lyceum of Political Economy: and let a succession of years be devoted to the study of standard books on the subject. Is it necessary to say, that the members of such a Lyceum, after the diligent study of the best English and French writers, would be better fitted to exercise a safe and wise influence, both as public and private men, in regard to the important interests of Commerce and Navigation, of Agriculture and Manufactures, of Banking and the general money concerns of the Country.

4. We make the same remark of Constitutional Law. If a Lyceum were formed, with a view to the study of the National and State Constitutions; and of the best text books,

such as the Federalist, and the writings of Jefferson and Madison on the subject ; and, in addition to these, of the principal decisions of the State and National Tribunals on such matters ; can it be doubted, that the members would be better instructed in the facts, principles, reasonings and illustrations of this very important branch of political philosophy ? We do not propose such a Lyceum for the Members of the Bar only ; but more especially for the sake of intelligent men generally. It seems to us, it would be fastidious to object to such a Lyceum, on account of party politics ; for then such a Lyceum never could be established ; because the experience of the past and present has always exhibited party politics, as inseparable from questions of Constitutional Law. If the works, proposed as Text Books, contain the truth, all will admit, that they ought to be thoroughly studied. If they do not contain the truth, their very authority makes it peculiarly obligatory to be masters of them. It is equally our interest and duty.

5. One other illustration of the application of Lyceums, and we shall pass on to other views. How admirably may they be employed for the cultivation of the dead or of living languages ? Take half a dozen persons, disposed to improve their knowledge of Greek or Latin, by the study of some of the best writers, say Homer and Virgil. Even if they did not look over the appointed lesson before they met : and then plied their dictionaries and grammars around the table ; it is obvious, that a year thus spent would produce results equal to two or three of private study. In point of taste, accuracy, and general knowledge, their improvement would be very sensible in two or three years, if not in one. As to the modern languages, would not such a Lyceum furnish not only admirable means of advancing in the knowledge of modern tongues, in reading and writing ; but also the very best means of becoming masters of them, as living tongues. A Lyceum devoted exclusively to French for example, as a living language,

would make a very sensible difference, if not a total change, in a single year. The same remark applies of course to Spanish, Italian and German.

We might suppose, in like manner, a Lyceum formed, for the cultivation of any one of the sciences, or any one of the fine arts; and it would be easy to show, that great advantages must result to those engaged in each of these pursuits, from weekly meetings for their study. Every one's experience has taught him, that several minds acting together on the same subject, make a more rapid and thorough improvement in any given time, than all, with the exception perhaps of some one superior mind, could make separately within the same period. There are three main causes of this. 1. The attention is more active, and is kept more steadily fixed. 2. Several minds brought to bear together on the same subject, take very different views, and thereby excite inquiry, and furnish new materials for intellectual curiosity. And 3d, a friendly useful emulation is continually called into exercise. Thus, these three cause enlivened attention, a more active curiosity and laudable emulation, produce the happiest effects, and carry forward every mind with accelerated velocity, in its career of improvement.

We cannot close our remarks, under this third head, without adverting to the value of the Lyceum System to the Female Sex. In the Family and the Social or Neighborhood Lyceum, they would enter as a matter of course; and many of the other specific Lyceums would be improved by their admission. In all those branches, which are common to the education of both sexes, there could be no impropriety in their partaking in the exercises of reading, composition and conversation. Many of the Lyceums, especially the Professional, would not be open to Ladies; because the studies there pursued are not appropriate to them. But could not Mothers find an advantage, in meeting together once a week, to confer on their duties and interests? How much is to be gained by the expe-

fluence of elders, especially when aided by religion and education? Young Mothers, to whom the future is so full of uncertainty and anxiety, would find such a Lyceum of inestimable value. If the best writers were to be successively the text books for reading and conversation, can any one doubt the substantial profit, that would be derived from such a course? Meeting at one another's houses, it would be at once a social, and domestic institution. Regarding the female sex as possessing a large and well deserved share of influence, not only in the formation of the early character of children, but over the other sex, thro' the whole range of social life, we desire to see the means both multiplied and improved, which are fitted still more to enlighten, strengthen and extend that influence.

Independently of Lyceums, founded on the peculiar character and duties of the members, why should not Ladies meet together once a week, to read books of History, Literature, Poetry, Biography, Travels, or any other? We long to see more of a spirit of intellectual improvement abroad in our land, among both sexes: And as we believe, that the refined and cultivated minds of women, will be more apt to produce a corresponding taste among men, than the reverse, we do, therefore, anxiously desire to see a large number of Female Lyceums, established throughout the State.

IV. We have now arrived at the fourth division of our subject, viz. the advantages and results, that may be expected to flow from the general establishment of the Lyceum System. We believe that all of these will be so obvious, as to constitute a most reasonable and powerful recommendation of the plan. The following, then, may be stated as among the most prominent benefits and important consequences of the Lyceum System.

1. The Lyceum System interferes with no other scheme of improvement: and is, on the contrary, auxiliary to them all. If, in a few instances, it should supercede some debating

society or social meeting, it will only be to substitute itself as a more complete and efficient institution, or to re-produce the other, in a new and better form. The striking peculiarity and advantage of the Lyceum plan over all others is, that it combines in one institution, and applies from time to time, all the various modes of moral and intellectual improvement, the Lyceum employing Lectures, Essays, Debates and Conversations, as the instruments of mental cultivation. Each of these methods may be successfully adopted in most of the different kinds of Lyceums, and the last in all of them.

2. It is in our view a strong argument in favor of Lyceums, that they are in such perfect harmony with the spirit of the age in which we live. We allude to its conspicuous characteristic, as an age of *social enterprize*, in all the various departments of duty, and business, and general improvement. The Lyceum System proposes to meet in the fullest manner the demands of this spirit, by an organization, which recognizes its high authority and all pervading influence. It proposes by a combination of various modes of action, to add new strength and animation to this spirit, and to enlarge and diversify the field of its usefulness. Let the Lyceum System be extensively adopted through all the States and Territories of our Union; and it is not obvious, that a million and more of members, acting weekly on the principle of social and benevolent enterprize, must produce results, absolutely incalculable in every department of duty and business, in which that spirit presides.

3. It is a standing objection against all classes of men, that more or less of a spirit of jealousy prevails among them, which is unquestionably hostile to the improvement of each individual, and of the whole body, as a department of society. Such a spirit undoubtedly has the effect of lowering the standard of character both of individuals and the class. The Lyceum System has a powerful tendency to counteract this degrading and pernicious sentiment. Its peculiarly social

character, and the application of social means of improvement, to the duties and business of each calling in life, cannot but have a salutary effect, in binding together more cordially and beneficially than they ever have been, the members of the same Profession or Trade. It appears to us a sentiment worthy of extensive circulation, and entitled to a commanding influence in a Christian and Republican community, like ours, that the *elder* members in every branch of business, ought to regard themselves, and ought to desire that their *juniors* should regard them, as Fathers or Elder Brothers. The knowledge, experience and improvement of mind which the senior has attained, whether he be a Clergyman, Physician or Lawyer, a Planter, Merchant or Mechanic, are, when rightly considered, the property of his Country; because every citizen belongs to his Country, and is bound to promote her advancement in virtue, intelligence, prosperity and happiness. Now, one of the most natural and obvious modes of doing this, is to contribute his ample share to the improvement of the Trade or Profession, to which he belongs. And what method so effectual for the attainment of this end, as the formation of Lyceums embracing elder and younger, experienced and inexperienced members of each branch of business? There, the very objects of the meeting would lead to a frank, cordial and kind intercourse. This would contribute very much to moderate, if not entirely to banish that species of jealousy, which rather thro' custom than design, prevails more or less in all trades and professions. It is an obvious conclusion, from the preceding result of the Lyceum System, that it would have a strong tendency to elevate and purify professional character, by infusing into it, a larger share of rectitude in principle, liberality in sentiment, benevolence in feelings, and usefulness in conduct.

4. We assign, as another important result of the Lyceum System, that it is essentially a plan of self-instruction, and of *mutual* instruction. It is the former; because in every de-

partment of the Lyceum scheme, to whatever science, art or business it may be devoted, it is indispensable to the progress of the members, that they should prepare themselves beforehand with a view to the exercise, in which they are to be employed. It is also a system of mutual instruction, as purely voluntary and gratuitous, as the Sunday School System; except that each will derive greater or less benefit, according to his actual state of improvement, the punctuality of his attendance, and the zeal with which he engages in the exercises. This spirit of self-instruction and mutual instruction, which pervades the whole, (for each is to be more or less the teacher both of himself and others) confers on the mind a practical discipline and command of its powers, entirely unknown to the great majority of those who are not members of Lyceums.

5. May we not state, as another argument in favor of the plan we are recommending, that it furnishes so convenient, simple and yet effectual a method, for the preservation of large portions, if not of all the knowledge we bring with us, from the School, the Academy, and the College. Every one is sensible how speedily these acquisitions disappear: and how, almost before we are aware of it, we find in a few years, whilst engaged in preparatory studies, or in actual business, we are stripped of a large part of the intellectual wealth, which we had previously accumulated. To acquire knowledge, and with it principles and discipline of mind, is the object of education: and tho' we preserve much of the two former, yet we lose much of the latter. The object and effect of the Lyceum System is, to enable every one to preserve most of each, whilst at the same time, he is continually improving his intellectual discipline, giving more of stability and correctness to his opinions, and rendering his knowledge more extensive, accurate and accessible. These are great advantages; but we do not over-estimate them; when we say, that no solitary efforts can produce any thing like them in the great

majority of persons ; because they need the aid of social impulse and influence. It is matter of fact, that the great majority have lost, at early manhood, almost all they had acquired : and never attempt to regain it. This system provides for the necessities of all this class of persons. It takes them by the hand, as they leave the School, Academy and College : and subjects them at once to the virtuous, rational and benevolent, social influences of Lyceums.

6. There is another benefit, intimately allied to the preceding. A young person, when he has finished his education, as it is called, is apt to become the victim either of a feeling of despair, at finding how little less than impossible it is, for him to preserve what he has learned, or he is unhappily a prey to the notion, that having finished his education, he has nothing to do with the past and its studies ; but only needs to study a profession. Both of these are lamentable states of mind ; and yet we believe they are the destiny of a majority, perhaps we might safely say, of a large majority of young persons. The Lyceum System foresees, and provides wisely and benevolently for both. From the one, who desires to preserve his knowledge ; but soon becomes sensible, that he cannot do it by any private, unassisted efforts, she banishes all feeling of despair, and fills him with animating hopes, by pointing to the Lyceum, as an effectual antidote to his painful and gloomy anticipations. Him, who imagines that he needs not review the past, nor attempt to preserve its fruits, she invites cordially and considerately to the Lyceum Hall ; and there sets before him new views, motives and means. She saves the former from the ignorance of despair : the latter from the ignorance of presumption.

7. Is it not a very important consequence of the two last operations of the Lyceum System, that it exercises a most salutary and lasting influence on the cause of education, in one striking point of view. How many persons would gladly assist in the education of their Children : but by the time they

become Parents, they have lost all they had acquired. The only alternative presented to the great majority is, either to begin over again: and who has ever done it? or to give up as hopeless, any attempt to assist their Children. The Lyceum System provides for this serious defect: and not content with preserving for those who desire it, the requisite knowledge, to enable them to act as auxiliary Teachers, of their own offspring, it warns betimes, the thoughtless or negligent of the error of their ways, and counsels and persuades them to preserve these means of duty and usefulness, for the sake of their Children.

8. It is one of the most striking defects in the present system of education, that it has no tendency to create and preserve in Youth, *a taste for reading, and the spirit of intellectual improvement.* The testimony of all experience attests this lamentable truth, in regard to the great majority of those, who come out of our Schools, Academies and Colleges. All admit the evil to be great; and if it be not remediless, at all events to be actually unremedied. The Lyceum System offers an admirable method of creating, where it did not exist, or of strengthening and extending, where it did, this taste for reading, and habit for mental cultivation. The means and motives afforded are adequate, if rightly employed: and who will deny, that the general prevalence of the system, becomes itself a safeguard against the very evil we are deprecating?

9. Intimately connected with several of the preceding reasons, is another happy result of the Lyceum System. To what an extent must it not be expected, that a great change for the better, will take place in the materials and spirit of conversation, not only in families, but in social circles? One of the natural effects of the Lyceum System is, to furnish a rich variety of valuable and interesting knowledge, instead of the common and idle topics, which now constitute ninety-nine hundredths of all conversation in domestic and social circles. It is a happy circumstance, that one of the effects of the Ly-

ceum System on the character of conversation, will be, to take away all appearance of pedantry and ostentation, when topics, connected with the arts and sciences, or with valuable and interesting knowledge generally, are introduced. How often does it happen, that many persons in a mixed company, are fitted for conversation of a very superior order, to that which commonly prevails. They would rejoice to be freed from the heartless and senseless talk, which is going on around them; but the dread of appearing affected, and of giving offence, or of meeting no sympathy in those, to whom they might address themselves, seals their lips. How often does the same occur even in small companies? But let the Lyceum System prevail generally, and false delicacy and liability to misconstruction vanish at once. To introduce truly valuable and engaging topics, becomes there perfectly easy and natural.

10. May we not also say, that a higher standard of moral and intellectual happiness and pleasures, both domestic and social, must be regarded as another effect of the Lyceum System, connected with an improved taste in reading and conversation. This higher standard would not merely exist among those, who are its immediate subjects; but would extend its influence to all, who are liable to be affected by their sentiments and conduct. Hence, in the family, in social circles, and in the general intercourse with the world, they would exercise a happy control over others, in the formation of their opinions and views of duty, usefulness and happiness. These, assuredly, are considerations of great importance, in the eyes of the Christian and Philanthropist, of the Patriot and Scholar.

11. All that has been stated in favor of the Lyceum System, receives additional confirmation from this further circumstance, that its influence will not be confined within the limits already noticed; but must necessarily have a very sensible and durable effect on the whole cause of literature, by creat-

ing a vast number of readers, beyond those who now aid the cause. It is manifest, that the demand for works of every description must be increased many fold. Nor is this all. The effect of an improved taste in reading and conversation, generally, must be, to increase the call for valuable and interesting works; and, doubtless, the Lyceum itself will be the parent of many such productions. The more you multiply intelligent and well instructed readers, the more do you multiply the chances of having an increasing number of authors capable of meeting the demand.

12. A further consequence may well be assigned, as an argument in favor of the Lyceum System. Its tendency is, to enlarge the mind, to store it with useful and interesting knowledge, and thereby to make it more independent, by calling out and teaching it to rely much on its own resources. This effect is enhanced too by the fact, that the system furnishes to each mind appropriate means and modes of improvement, adapted to its capacities, tastes and pursuits. And as it holds out so many various inducements to self cultivation and mutual instruction, it cannot but contribute largely to elevate and expand the multitude of minds, on which it is brought to bear.

13. Let us state as the last reason, which we propose to assign in justification of our high opinion of the Lyceum System, that it is admirably fitted to confer precisely that degree, and that kind of knowledge, which are so valuable to the People of this Country. The Lyceum System does not profess to make Philosophers and Scholars; They can only be made out of the solitary Student, by the zealous and constant pursuit of knowledge, with all the enthusiasm and energy which are indispensable to exalted success in science, literature and learning. It is evident, that the great majority of the people neither need nor desire to be Scholars and Philosophers. They could not be such, were they ever so anxious: and certainly the public good does not require it. The Lyceum,

then, does not attempt to furnish to the generality of its members, a profound and comprehensive knowledge of Arts or Sciences. Nor, on the other hand, does it bestow merely a smattering of knowledge. What it does give, is distinguished by the very opposite features. It is accurate, entertaining and valuable, popular in its character, and fitted to make its possessor in every respect, more intelligent and virtuous, more happy and useful. This, undoubtedly, is all that the people need to be, or can ever hope to be. The Lyceum Scheme is, then, emphatically and peculiarly **THE PEOPLE'S SYSTEM**. We trust, that the People of the State of South-Carolina, will avail themselves of the suggestions contained in this Address, and will establish every where these institutions, so republican in structure, so popular in their objects, and the means of attaining them.

The results of the Lyceum System, so far as South-Carolina is concerned, can only be judged of by the views that have been presented, explanatory of its character, objects, operations and advantages. These, we flatter ourselves, are fitted to recommend the plan to the patronage of all who set a right value on usefulness and duty. We sincerely desire to see it extensively adopted, throughout our native State, well assured that even in our day, if life be spared a few years longer, we shall behold her more flourishing, intelligent and happy, than she can possibly become, in the same time, without the agency of this system. To all, who acknowledge their obligation to God, and their Country, to family, kindred and friends, to their neighbors, in the spirit of the good Samaritan, and to all mankind, as brethren, we earnestly commend a scheme, which is able, we believe, to purify, adorn and bless both public and private life. If but a tenth part of the good be accomplished, which, we are persuaded, the Lyceum System is able to bring forth, the Literary and Philosophical Society of South-Carolina, will be amply rewarded, for the time they have bestowed on the subject. Then shall they rejoice,

that an opportunity has been afforded them, of making as they hope, no inadequate return, for the favors heretofore received from the Legislature. For ourselves, who have been honored with the responsible office of discharging this their debt of gratitude to you, if this Address be unavailing, may its failure be attributed to our imperfect performance of the duty. But if it succeed, suffer us to rejoice with a pure and lively thankfulness, that ours has been the privilege so enviable and precious in a Republic, of contributing to the knowledge, virtue and happiness of the PEOPLE OF SOUTH-CAROLINA.

On behalf of the Society,

THOMAS S. GRIMKE,
HENRY R. FRQST, M. D. } Committee,
WM. P. FINLEY,

Charleston, July 31st, 1834.

APPENDIX.

A.

The Committee feel, that they should not do justice to the Society, if they did not acknowledge the obligations under which they lie to Mr. Josiah Holbrook, of Boston. That Gentleman, on a visit to the South, being in Charleston last March, was introduced into the Society, at a special meeting, on the day of . . . The subject of Lyceums, and of Education generally, being then mentioned, Mr. H. drew up a rough draft of appropriate resolutions, to be offered to the Society at a meeting to be held for the special purpose of obtaining information, and discussing the nature, operations and advantages of Lyceums. Accordingly, the first meeting was held on evening, of . . . when Mr. Holbrook attended, and gave a full and

particular statement of the character and benefits of the system. Several meetings were afterwards held, when the two sets of Resolutions, embodied in the Address, were adopted: and a Committee, consisting of Thomas S. Grimke, Dr. Henry Frost, and Dr. Wm. P. Finley, was appointed to prepare an Address pursuant to the Resolutions.

Mr. Holbrook has rendered important services to the cause of education and popular instruction, not only by his personal example and influence in various parts of the United States, but by the successful attention, which he has bestowed on the requisite Apparatus for the juvenile and more practical departments of the Lyceum System.

It was an admirable remark of Mr. Holbrook, that the amusements of children are frequently mischievous, simply because parents will not take the trouble to provide them with useful as well as entertaining employments, during their leisure hours. Hence the importance of the family Apparatus, which he has devised, for the amusement and instruction of children, in many matters depending on the senses of sight and touch, and lying at the foundation of useful knowledge in regard to visible objects. Mr. H. has labored by precept and example to establish and illustrate a most important truth, too little believed or acted on, that it is quite possible to communicate to children earlier and better than is now done, a large amount of valuable and entertaining knowledge, which may serve as the basis of extensive and scientific acquirements, in youth and early manhood. The great secret, as every one readily perceives, is to *instruct*, thro' the medium of objects addressed to the *senses*: and to prepare the way for a more ready apprehension and thorough understanding of *principle* and *theory*, by an intimate acquaintance with the *facts*, out of which they arise.

In addition to the Family Apparatus, Mr. H. has also provided a School Apparatus, and a variety of articles in the Geometrical, Astronomical, Chemical, Electrical, and other Philosophical Departments, for the use of Schools or Lyceums. These may be had of the Agents for the sale of the Apparatus in this city, viz. D. W. Harrison, W. H. Berrett, and E. Thayer, on application to them. Should they not have them on hand, they will procure them, as early as practicable*.

Apparatus for Schools, Academies, and Lyceums.

To advance the general interests of popular education, and especially to facilitate the progress of Lyceums and Infant Schools, various articles of apparatus for familiar and practical illustrations, are prepared under the direction of Mr. Holbrook.

Prices.—Family Set, \$5; School Set, \$10; Philosophicals, \$15; Astronomicals, \$20; Chemicals, \$25.

Separate Articles.—Numeral Frame, \$1.50; Globe and Stand, \$1.50; Orrery, \$3, 9, 15; Geometricals, \$4; Maps of the United States and the World, 20 cents each; Map of the Solar System, 20 cts; Sheet of Manuscript Letters, 12½ cts; Sheet of Geometrical Diagrams, 12½ cts; Sheet of Arithmeticon, 12½; Reflectors, \$2; Mechanicals, \$12; Cabinet of Geological Specimens, \$3; Hydrostatic Bellows, \$3; Tide Dial, \$4; Season Machine, \$3.25; Whirling Machine, 37 cts; Bason and Ball, 50 cts; Earth and Moon, 50 cts; Pyrometer, \$2; Lamp Stand, \$1.50; Eolopile, \$1.50; Conductometer, 50 cts.

The subjects which the Apparatus is designed to illustrate, are Geometry, Arithmetic, Natural Philosophy, Chemistry, and Astronomy.

For Geometry, are two sheets of diagrams, fifteen geometrical cards, four transposing figures, twenty-six solids, and a book of questions and illustrations, or "Easy Lessons in Geometry."

For Arithmetic, are one of the sheets mentioned for Geometry, or the Arithmeticon, a numeral frame, or Arithmometer, and a set of cubes.

For Natural Philosophy, are the mechanical powers, viz. levers, simple and compound, pulleys, single and multiplied, wheel and axle, inclined plane, wedge and screw, air pumps, a frame for shewing compound forces, ivory balls, syphon, hydrostatic bellows, and such others as may be ordered.

For Chemistry, are a pneumatic cistern, lamp-stand, flexible and glass tubes, eolopile, pyrometer, cylinder for making gases by heat, compound blow pipes, flasks, retorts, crucibles, &c.

For Astronomy, are an orrery, or a simple representation of the solar system, showing the comparative size of the planets, distances from the

* Mr. Holbrook himself will furnish the Apparatus described below, at the prices stated, according to a little pamphlet furnished by him to the Chairman of the Committee.

The following articles will be furnished, safely and separately packed, and made subject to orders from any part of the Union, on receipt of the sums annexed.

Common School Apparatus, above specified, for . . . \$10 00

Lyceum Apparatus, viz.

Mechanical powers and hydrostatic bellows,	15 00
Astronomicals,	15 00
Chemicals,	25 00
Air Pump, with appendages for numerous experiments,	33 00
Geometricals,	5 00

sun, and motions, a tide dial; an instrument to show the cause of a tide on the side of the earth opposite to the moon, several for eclipses and changes of seasons, and one to show why the earth and other planets are flattened at the poles.

For Infant Schools, all the necessary apparatus, consisting of prints for Natural History, accompanied with spelling and reading lessons, illustrating in Geometry, Arithmetic, and Astronomy, is prepared, and those articles of the Infant School apparatus fitted for common schools, can be furnished in any quantities.

For Geology, one hundred labelled specimens of the most valuable productions in the mineral kingdom, with a small volume to explain the ingredients, properties, and uses of each, are preparing, and will be ready for delivery soon.

In devising and collecting the above articles, and various others, particularly designed to show the application of science to useful arts, constant reference has been had to clearness of illustration, ease of using, cheapness, and durability.

In being able to furnish apparatus for viable, familiar and practical illustrations in the essential branches of a popular education, and at such prices as to be within the means of any village, neighborhood, or even of individuals, it is believed that the greatest obstacle to the general establishment of Lyceums, and to the introduction of a rational and agreeable mode of instruction into common schools, is removed. And it will probably be difficult to conceive of more direct or efficient measures to raise the standard of education, or for the universal diffusion of knowledge, than for each town to procure a central deposit of apparatus, specimens in Natural History, and other instruments for conducting familiar and popular courses of instruction, at weekly or other stated meetings, attended by various classes and ages of the community.

Uniform experience has proved, what would seem to be the obvious dictate of reason, that the first step and surest measure, to secure the success of a Lyceum, or any other institution for practical and interesting instruction, is to procure the necessary apparatus. As well might a mechanic expect success without the necessary tools for performing his work, as a teacher, without the proper illustrations, for presenting his instructions in a clear, impressive, and agreeable manner, to the minds of his pupils. It is by seeing, more than hearing, that rapid, deep and lasting impressions are made upon the mind, and especially upon the young and inexperienced.

B.

Facts communicated by Mr. Holbrook.

Not less than two thousand city, village and neighborhood Lyceums, are supposed to be in successful operation in the country; probably not less than one hundred County Lyceums, fifteen or sixteen State Societies, and a National Lyceum, are also formed; the principal object of which is, to give uniformity and efficiency to the self and mutual instruction of members of Families, Schools, Weekly Lyceums, &c.

Reports uniformly state, that these Lyceums have succeeded best, where the exercises have been most mutual, or where the greatest number of minds have been led to give, as well as receive instruction.

It has been found, that no one subject or exercise is sufficient to sustain the interest of a Lyceum for a long time; and that a variety of subjects are important, both by the novelty they furnish, and by the greater number of minds they bring into exercise,

School, or Juvenile Lyceums, have more seldom been given up, or lost their interest, than those composed entirely of adults.

Members, who pay an annual fee, whether gentlemen or ladies, are more punctual and more attentive at the meetings, than those who attend gratuitously.

In hardly two of the thirty Lyceums in Boston, are the exercises the same. In some, their principal exercise is lectures. Of these, some have lectures entirely miscellaneous, no two lectures, perhaps, being upon the same subject, or by the same individual; in others, regular courses are given, the attention being confined to one; or two or three subjects in succession.

In some Lyceums, the exercises consist of lectures and debates alternately, each once in two weeks. Others have lectures, or essays, occupying not more than ten or twenty minutes each, so as to give time for several in the course of one evening.

Two or three Societies pay their lecturers, who are Professors of Cambridge College, or other distinguished men in the city or vicinity. Others have lectures from their members, or others who give them gratuitously, and in some instances, those who receive pay from other societies.

One society makes Natural History a prominent object, and has the use of a large Hall, well furnished with specimens, though inferior to the Museum of the Literary and Philosophical Society of Charleston.

Several Lyceums are divided into classes, or contain classes of such members as wish to devote their attention, especially to give their efforts to some particular subjects. Their classes are provided with rooms, teachers, apparatus, &c. at the expense of the society. Of the eight or ten hundred members belonging to one Lyceum, about five hundred belong to classes on Elocution, and Composition, History, French, and Book-Keeping. The others merely attend the weekly lectures and discussions, which are miscellaneous.

An Apprentices Lyceum has a library of about fifteen hundred volumes, and a small, but increasing cabinet of minerals, &c. They meet weekly, and give lectures to each other at their library room, and have classes for Arithmetic, Geography, and other subjects.

Ladies attend nearly all the Lyceums in the city, including the Apprentices' and are members of classes, and frequently the most active and punctual.

Ladies hold meetings by themselves, and have for their exercises, reading, both their own compositions and selections from books, conversation, and sometimes work for instructing the younger members in needle work, and for benevolent objects.

In the country villages, Ladies' Lyceums interest themselves in schools, so far as to visit them, invite the teachers (who are ladies during the summer, where Ladies' Lyceums are principally held) to meet them at their houses, where they have an opportunity to consult and aid each other.

Mothers' Lyceums have for their exercises, reading from some author on early education, such as the *Mother or Child at Home*, the *Mothers' Book* by Mrs. Child, *Responsibility of Parents* by Mrs. Hall, &c. The subject of reading is made the topic of conversation, each stating cases in point, either for or against, from her own experience or observation.

Teachers' Lyceums hold their meetings in towns once a week, sometimes twice a month; and in counties or districts, once a quarter or twice a year, as a part of the County or District Lyceum.

The County Lyceums are not only attended by Teachers, but by their Pupils, where they are sometimes furnished with all the interest

and excitement, that they find at a military muster, or at a horse-race. Children have sometimes travelled ten or fifteen miles to attend such conventions.

At these Quarterly Lyceums of counties or districts, minerals, plants, or other specimens of nature, are carried to be named, exhibited, deposited or exchanged. This step gives a great impulse, and great aid and progress to Natural History, in the Village and Neighborhood Lyceums, as it does in schools and families.

Miss , who has under her instruction, most of the year, from 150 to 200 young ladies, who are already, or are designing to be teachers, says, that nothing has promoted the prosperity of her school so much as Lyceums, especially County Lyceums.

Many School Lyceums have exchanged specimens of nature and art, especially of their own improvement, in drawing, needle work, &c. &c.

The School Lyceums in New-York, have exhibited and presented specimens to the National Society, to be retained or distributed into different parts of the country, by the delegates who attend the meetings. Several School Lyceums in Massachusetts, have forwarded specimens to New-York, for the same object. They have also sent specimens into all the towns in their own State, for the use of Schools, Lyceums, &c.

A School Lyceum in Savannah, (Ga.) has corresponded and exchanged specimens with several Schools in Massachusetts, and with some in their own State, also with one in Ohio.

Numerous Schools in Georgia, are now collecting specimens for their own shelves, for exchange, &c.

The Louisville (Ky.) Lyceum, offered a premium of one hundred dollars, for the best essay on Common Education, which was awarded to Rev. Mr. Peck, of Lexington.

The American Lyceum, at their last meeting, offered a premium of three hundred dollars for the best work on Physical Education, embracing Anatomy and Physiology.

The greater part of three hundred towns in Massachusetts, have procured Lithographic Maps, delineating their geographical and geological features, with something of their history, statistics, &c. principally by the agency of Lyceums.

Before numerous Lyceums, sketches of Town Histories have been given, and afterwards published in newspapers or pamphlets. In some instances, revolutionary soldiers have made statements, at Lyceum meetings, of incidents with which they were personally acquainted; which statements were recorded and preserved by the society.

Before the St. Louis Lyceum, Sketches of Indian History were communicated, and afterwards published in newspapers and periodicals.

The St. Louis Lyceum, has a cabinet of Indian Curiosities; and the New-Orleans Lyceum are collecting specimens of Mexican and South American Minerals, both of which are desirous of exchanging.

The Williamstown (Mass.) Lyceum, encouraged the raising of Silk, by Essays on the subject, offering premiums, &c.

The Massachusetts State Lyceum, during one session of the Legislature, had a weekly and semi-weekly course of lectures in the Representatives Hall, on various subjects of Political Economy, such as the pauper and penitentiary systems, roads, canals, fisheries, raising of silk, banking institutions, &c. &c.

Seamen's Lyceums are established in New-York and Boston, and have, in a short time, made collections of specimens, foreign and domestic, in nature and art, principally for exchanges.

The Sterling (Mass.) Lyceum, was established after a Dancing School commenced in the place, and children, who could not attend both, preferred the Lyceum.

The current ordinary expenses of a town or other community, have uniformly been diminished by Lyceums, because they take the place of amusements more expensive, and at the same time less calculated to promote industry and economy.

The Lyceum System, when fully carried out in all parts of the country, will constitute a Teachers' Seminary, of which the 50,000 Teachers in our Republic can be members, not for a few months merely, but for life, and under such circumstances as will enable them to apply *immediately* every improvement they make, for the benefit of their pupils.

C.

MEASURES, AND FORMS OF CONSTITUTIONS.

Measures.

The measures proposed and already in progress to effect the objects of the Lyceum, are simple, and capable of being put in operation, *without delay*, in every town and neighborhood in the United States. Where the first steps are not already taken, they are as follows :

1. Let some person consult two or three others friendly to schools and general improvement, and with them agree upon a time and place for a public meeting, and cause a notice and invitation to be given accordingly.

2. At the public meeting, let a few simple articles for a constitution be adopted, which proposes the payment of a small annual fee by each lady and gentleman, partly for mutual improvement, and partly for the general diffusion of knowledge.

3. Let the money designed for the immediate benefit of the members, be expended principally for *tools*, that is, for apparatus for visible illustrations, for specimens in natural history, especially for geological specimens, and for books. *\$75 will procure a set of lyceum apparatus.*

4. All who are disposed, agree to take some part in the *use of their tools*, for the *benefit of others* as well as themselves, or to instruct and entertain each other.

5. Weekly meetings are held for mutual improvement by illustrating the sciences, reading from periodicals, discussing subjects of political economy, agriculture, the mechanic arts, practical education, or such others as shall be agreed upon.

6. All the teachers, whether ladies or gentlemen, and especially those who are not permanent residents in town, are invited to become members, *ex officio*, to attend the general meetings, and to hold separate meetings for the improvement of each other in relation to their schools.

7. In country towns the first classes, or the oldest pupils in all the schools, with other young people, are invited to become members by paying the usual fee for minors, and a course of instruction and exercises is provided for them, either at the general meetings of the Lyceum, or at meetings particularly designed for them.

8. A portion of the money collected from memberships, may be put under the direction of the district and state Lyceums, to be appropriated to *itinerating district libraries*, costly apparatus, employing agents for making surveys, or giving other aid to mutual efforts, paying the expenses of delegates who attend the national, state, or district Lyceums,

or such other measures for *general diffusion* as shall be deemed expedient.

9. District Lyceums invite *conventions of teachers* twice a year; once just after the commencement of the winter, and again just after the commencement of summer schools. They also request teachers to make statements respecting their schools and education generally, invite familiar discussions, and such other exercises as the time and occasion may admit and call for.

In this measure, the friends of schools in each town are invited to co-operate, so far as to aid their teachers in being present, by furnishing a conveyance, defraying their expenses, &c.

At the meetings of district Lyceums, an opportunity is presented for teachers or others to learn the names of minerals, or other specimens they may have collected.

10. State Lyceums hold annual meetings, to hear reports from district societies, discussions, lectures, or addresses, to recommend measures for advancing the interest of schools and popular improvements throughout the state, and for co-operating in measures recommended by the national society.

11. A building for depositing the cabinet, consisting of apparatus, collections in natural history, books, &c., and for conducting the various exercises for mutual and general improvement, *for weekly schools, &c.*, are exceedingly desirable in every town; and whoever will examine the numerous and important uses of such buildings, will certainly conclude, that in our smallest towns, principles of the most rigid economy, when fully understood, must induce their citizens to erect Lyceums, as places of instruction, and of ordinary public town business.

12. The National Lyceum holds an anniversary in the city of New-York, on the first week of May, when representatives from all the states are invited to assemble for the transaction of business, a part of which is to furnish facts, statements, discussions, addresses, &c. which will be interesting to all the friends of popular education.

Mistakes.

1. Some have supposed that Lyceums could not be established and sustained, except in large towns; but *experience* has proved that they are more successful in small towns than in large ones; and it is evident that they are more needed where the population is so small, or so sparse, that an academy or high-school cannot be supported, than in large towns and villages.

2. Some have supposed, that gentlemen of literary pursuits are necessary to conduct and sustain a Lyceum; but *experience* proves, that where they have been depended upon, Lyceums, after flourishing for a few weeks, have either wholly failed, or become languishing; while those supported by the members generally, and especially by farmers, mechanics, and other practical men, have increased in strength and interest from year to year.

3. Some have supposed that Lyceums were designed and intended principally or wholly for adults; but *experience* proves, that where misses and lads, and even children, are made members, or in some way interested in the exercises, the societies have been more useful and more interesting. In one instance, in which a Lyceum for children, under the patronage and direction of a general Lyceum, carried on a course of mutual instruction, a lad of eight years old was president.

and a boy of five years old pointed out, to his young associates, the principal features of the Geography of the county in which they resided.

For any violation of the laws of the society, or of decorum, a member was immediately expelled.

4. Some have supposed, that if the subject which commenced the exercises of a Lyceum, lost any of its interest, the society was failing, or must be given up; but it is more according to the character and design of Lyceums, to have a change and a variety of subjects and exercises, than to continue the same for a long time.

5. It has been a common mistake in Lyceums, to depend too much upon Lectures and other formal exercises; and not enough upon a mutual, social, and familiar method of conducting their meetings.

6. Many Lyceums have made a mistake in appropriating their funds to hiring lecturers, rather than to *tools* or apparatus for doing their own work.

7. In County and State Lyceums, too much dependance has been placed upon men distinguished for talents or office, without regard to their known interest in the subject of education; and too little upon practical and experienced teachers, and other active patrons of schools and other literary institutions.

8. Most Lyceums have been too *selfish*, or have confined their efforts and their funds too exclusively to their own improvement; and have not sent out enough effort or money for the *diffusion* of knowledge, or for the general improvement of society and the world.

Constitution of a Town or Village Lyceum.

[Many Lyceums have adopted the following or similar articles for their Constitution.]

ARTICLE 1 This association shall be called the ——— (Branch of the American) Lyceum.

ART. 2. The objects of the Lyceum are the mutual improvement of its members, and the general diffusion of knowledge.

ART. 3. To effect these objects, they will hold meetings for reading, conversation, discussions, dissertations, illustrating the sciences, or other exercises which shall be thought expedient; and as it is found convenient, will procure a cabinet consisting of books, apparatus for illustrating the sciences, plants, minerals, and other natural, or artificial productions.

ART. 4. Any person may be a member of the Lyceum, by paying into the treasury, annually, two dollars; and twenty dollars paid at any one time, will constitute a person, his, or her heirs, or assigns, to one membership for life. Persons under eighteen years of age, will be entitled to all the privileges of the society, except voting, for one half the annual sum above named.

ART. 5. Three fourths of the money paid for memberships, shall be applied to the immediate benefit of the members, and appropriated to the purchase of apparatus, collections in natural history, books; and such other facilities, as may be thought expedient; and one fourth may be put under the direction of the county or state Lyceum, and applied to a county library, apparatus too expensive to be procured by town Lyceums separately, agents for making surveys, or otherwise aiding the mutual efforts of members of the several Lyceums, paying the expenses of delegates to the national, state, or county Lyceums, or such other general objects as may be thought expedient.

ART. 6. The officers of this branch of the Lyceum, shall be a President, Vice-President, Treasurer, Recording and Corresponding Secretaries, three or five Curators, and three Delegates, to be appointed by ballot on the first Wednesday of September, annually.

ART. 7. The president, vice-president, treasurer, and secretaries, will perform the duties usually implied in those offices. The curators will have charge of the cabinet and all other property of the Lyceum not appertaining to the treasury, and will be the general agents to do any business for the society under their direction. The delegates will meet annually, to adopt regulations for their general and mutual benefit, or to take measures to introduce uniformity and improvements into common schools, and to diffuse useful and practical knowledge generally through the community.

ART. 8. To raise the standard of common education, and to benefit the juvenile members of the Lyceum, a portion of the books procured shall be fitted to young minds; and teachers of schools may be permitted to use, for the benefit of their pupils who are members of the Lyceum, the apparatus, books, and minerals under such restrictions as the association shall prescribe.

ART. 9. The president or any five members will have power at any time to call a special meeting, which meeting shall be legal, if notice shall be given according to the direction of the by-laws.

ART. 10. The Lyceum will adopt such regulations and by-laws as shall be necessary for the management and use of the cabinet, for holding meetings, or otherwise for their interest.

ART. 11. The foregoing articles may be altered or amended by vote of two-thirds present, at any legal meeting; said alteration or amendment having been proposed at a meeting, not less than four weeks previous to the one at which it is acted upon.

Constitution of a District Lyceum.

ARTICLE 1. This association shall be called the ——— District Lyceum.

ART. 2. The objects of the society are to promote the interests of lyceums and schools throughout the district, and co-operate in measures recommended by the state and national Lyceums, for the advancement of popular education and the general diffusion of knowledge.

ART. 3. The members of the society shall consist of delegates sent from the several town and branch Lyceums in the district, each having the right of sending three.

ART. 4. The town Lyceums which shall unite in raising 50 cts. from each of their members, for the purpose of procuring a library, apparatus, an agent to oversee surveys for maps, or any other object of common benefit, shall enjoy these privileges as nearly as may be, according to the amount of money they shall severally pay for such common object.

ART. 5. The officers of the Lyceum shall be a President, three Vice-Presidents, a Recording and Corresponding Secretary, a Treasurer, nine Curators, and five Delegates to act in the State Lyceum.

ART. 6. The president, vice-presidents, secretaries and treasurer, shall perform the duties usually implied in those offices. The curators shall be the executive committee and general agents of the society; and as such, whenever directed by them, will procure a district library, apparatus, collections in natural history, a supervisor to aid in surveys for town and district maps, or perform any other duties to forward the special or general objects of the Lyceum, as expressed in the second article.

ART. 7. The Lyceum will hold a semi-annual meeting to hear reports or statements from town Lyceums and schools throughout the district, with discussions and addresses upon any subject relating to the science or art of teaching, and for any other arrangements for the special benefit of *conventions of teachers* in the district.

ART. 8. The president or any five members shall have power to call special meetings, under such restrictions as may be expressed in the By-laws.

ART. 9. The above articles may be altered or amended by vote of two-thirds present at any regular meeting.

Constitution of a State Lyceum.

ARTICLE 1. This association shall be called the ——— Lyceum.

ART. 2. The objects of the society, shall be the advancement of education throughout the state, especially through the medium of schools and Lyceums, and to co-operate with other state lyceums in the general purposes of the national institutions.

ART. 3. The members of the society shall consist of delegates from the several district Lyceums in the state, each having a right of sending five.

ART. 4. The officers of the Lyceum shall be a President, five Vice-Presidents, a Recording and Corresponding Secretary, a Treasurer and nine Curators, to be appointed by ballot annually.

ART. 5. The Lyceum will hold an annual meeting to hear reports from the several district Lyceums, of the state of education, with their improvements, facilities, and prospects; to hear discussions, addresses or lectures which may be provided; to devise and adopt measures to introduce an uniform and improved system of education throughout the state, and to forward, so far as may be thought expedient, the measures proposed by the national institution for general co-operation.

ART. 6. A special meeting may be called by the president or curators at any time, by giving notice of the same in five newspapers in the state, or in such way as may be provided by the by-laws, at least three weeks before said meetings shall be held.

ART. 7. Annual or semi-annual courses of lectures, may be given on the subject of education, or general improvement, to be under the direction of the curators, who will also use their endeavors to procure a suitable building, apparatus, books, collections in natural history, and such other facilities for the advancement of education, as the means provided them will allow.

ART. 8. This constitution may be altered or amended by vote of two-thirds present at any regular meeting.

Constitution of a National Lyceum.

ARTICLE 1. The society shall be called the American Lyceum.

ART. 2. The objects of the Lyceum, shall be the advancement of education, especially in common schools, and the general diffusion of knowledge.

ART. 3. The members of the American Lyceum, shall consist as follows:—1st. Of delegates from state, territory, and district Lyceums, which are or may be formed, the number of which delegates shall not exceed half the number of members from said state, territory, or district in the national congress, and where an uneven number of congressional representatives is allowed, the fraction shall be construed in favor

of such state, territory, or district; but no state, territory, or district, shall be restricted to less than three members.

2d. Of persons appointed by the executive committee of the National Lyceum, from those states, territories, or districts, where no general Lyceum exists, or where no notice of delegations from those Lyceums shall have been received by the executive committee, at least three months previous to the time of holding the annual meeting of the American Lyceum, under the same limitation of members, as in the case of delegates from Lyceums.

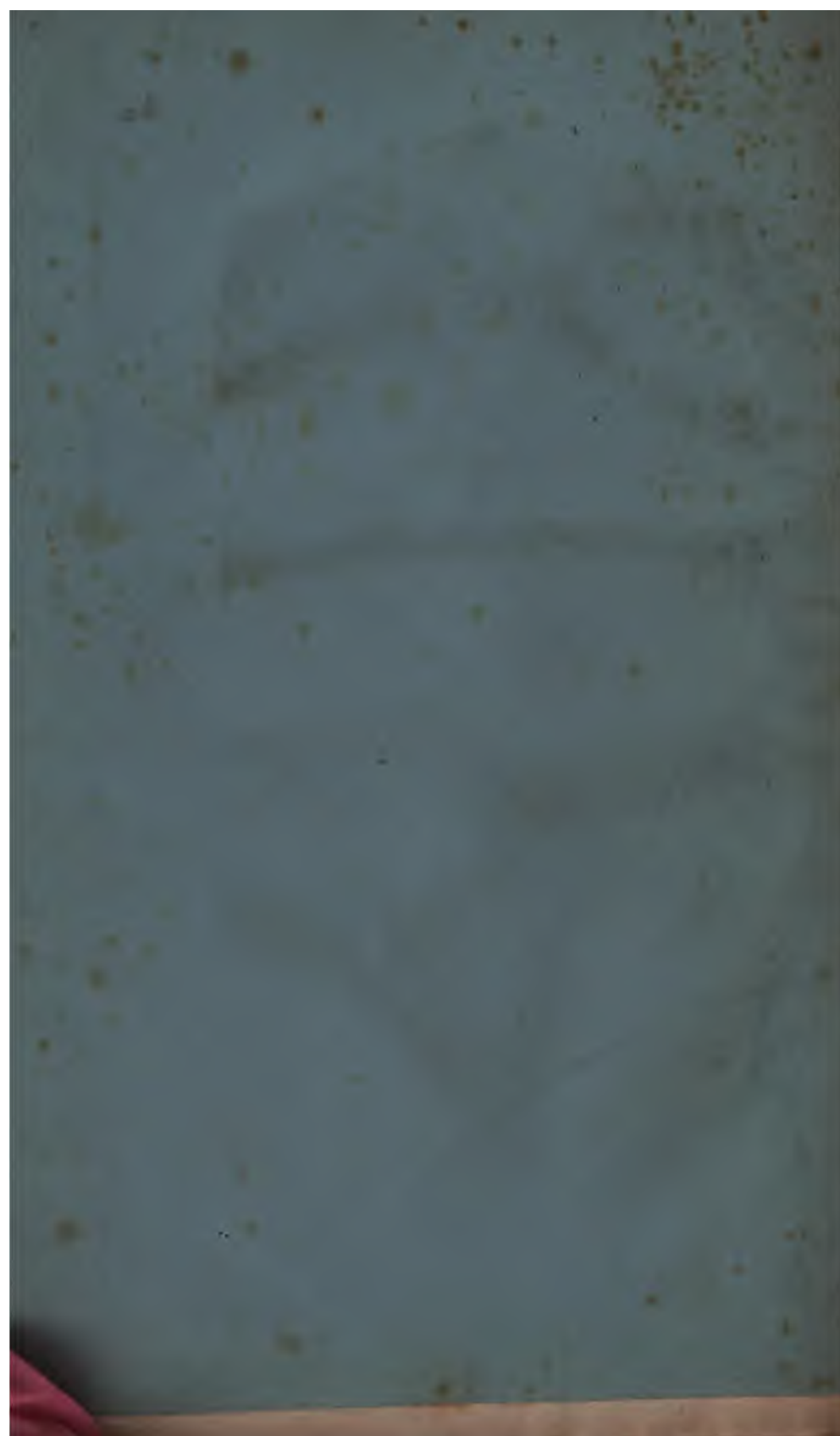
3d. Of persons invited by said executive committee, to attend said annual meeting from various parts of the United States, but who shall not be admitted to the privilege of voting for the election of officers, or any measures connected with the internal policy of the Lyceum.

ART. 4. The officers of the Lyceum shall be a President, five Vice-Presidents, a Recording Secretary, as many Corresponding Secretaries as the Lyceum, at any of its annual meetings, shall deem necessary, and a Treasurer, who, with five other persons, shall constitute an Executive Committee, to transact any business for the benefit of the Lyceum, to be appointed by ballot at each annual meeting, and to hold their offices until others are appointed in their stead.

ART. 5. The Lyceum shall hold an annual meeting in the city of New-York, on the Friday next succeeding the first Thursday in May.

ART. 6. Three persons shall form a quorum of the executive committee, which shall hold its meetings in the city of New-York, and shall be empowered to add others to its number.

ART. 7. This Constitution may be altered and amended by vote of two-thirds of the delegates present at any annual meeting.









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